

APPROVED PROGRAM EVALUATION COMPLIANCE

1. Academic Standards – Chapter 339.22(a), 339.22(a)(2), 339.22(a)(4), 339.61(a); Chapter 4.11(g)(7); 4.11(h)(3), 4.12; and 4.24(a), 4.24(e), 4.31(c)

1.1 Identify specific Pennsylvania academic standards or anchor assessments (i.e., math, English, Career Education and Work, science) that are integrated into the program.

**Documentation/
Evidence**

- Learning Guides that include academic standards or anchor assessments (samples)
- Unit Plans that include academic standards or anchor assessments (samples)
- Lesson Plans that include academic standards or anchor assessments (samples)
- Posters that include academic standards or anchor assessments
- Discussion with teachers and students regarding how the teacher implements the integration of academic standards within CTE competencies
- Discussion with teachers and students regarding the relationship between the CTE curriculum, the PSSA exam, and AYP
- Discussion with teachers as to how instructional strategies reflect research and successful practice
- Observation of students engaged in a lesson

1.2 Provide documentation of the high-level academic courses that are integrated within the technical curriculum and instruction in this occupational program.

**Documentation/
Evidence**

- Student transcripts (samples for this CIP)
- Student schedules (samples for this CIP)
- Current program/course selection guide

1.3 Provide the scope and sequence of planned academic and vocational-technical education courses for this CIP.

**Documentation/
Evidence**

- Scope and Sequence printed from the Career and Technical Education Information System (CATS)
- Evidence that technical competencies compare with the CIP description
- Discussion with the teacher regarding how the teacher uses PSSA scores to evaluate appropriate entrance competencies
- Discussion with the teacher regarding how the teacher uses student transcripts to evaluate appropriate entrance competencies
- Discussion with the teacher regarding the teacher's role in determining appropriate entrance competencies
- Discussion with the teacher about communication with prospective students regarding entrance competencies
- Discussion with the teacher regarding communication with parents about entrance competencies
- Discussion with the teacher and guidance staff regarding their collaboration in determining entrance competencies
- Discussion with administration regarding efforts between CTCs and School Districts to ensure that career and technical education is integral to high school reform
- Discussion with the teacher regarding how the teacher uses the Educational and

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

2. Labor Market Needs – Chapter 339.1a(b), 339.4(b)(2), 339.22(a); Chapter 4.33(a)

2.1 Provide evidence that the program prepares students for employment and is supported by local employers.

Documentation/
Evidence

- Evidence of School District's/AVTS's/CTC's analysis of labor market data
- Regional labor market data
- Placement data
- Student survey responses
- Provide ratio of training completers (local and regional) to job openings for each CIP's major occupations

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

3. Instructional Time Requirement – Chapter 339.4(b)(4), 339.22(a)(9)(i)(A), 339.22(a)(9)(i)(B), 339.22(a)(9)(i)(C), 339.22(a)(9)(i)(D), 339.22(a)(9)(ii); School Code 24 PS 15-1504 and 18-1801(2)

3.1 Provide evidence that the program length meets the minimum time requirement as contained in Chapter 339.

Documentation/
Evidence

- Scope and Sequence
- Course handbook
- Bell schedule
- Student schedules
- Student Transcripts
- CTE instructional time (1 year sequence = 720 hours, 2 year sequence = 720 hours, 3 year sequence = 1,080 hours, 4 year sequence = 1,320 hours)

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

4. Teacher Certification – Chapter 339.4(b)(5), 339.41(1); PA Code Chapters 49 and 354

4.1 Provide a copy of the valid teaching certificate and license for each teacher assigned to this approved CIP.

Documentation/
Evidence

- Current, valid, permanent teaching certificate
- If applicable, emergency teaching certificate and evidence of progress toward permanent certification

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

5. Instructional Equipment and Resource Material – Chapter 339.4(b)(3); 339.4(b)(6), 339.22(a)(1)(i)(A), 339.51(2), 339.53; Chapter 4.33(c), 4.34(c)

5.1 Provide evidence that adequate resource material is available to support the instructional program plan. Evidence includes a list of resource materials required by a program accrediting authority (e.g., NATEF, PrintEd) or recommended by the Occupational Advisory Committee, and the list of resource material available in the program.

Documentation/
Evidence

- Copy of program budget for this CIP
- List/inventory of resource material and dates purchased
- Types of resource material (textbooks, publications, videos, DVDs, software)
- Resource material recommended by OAC
- Resource material recommended by accrediting or industry certification authority
- Copyright or purchase dates for resource material
- Evidence of how administration and Joint Operating Committee stay informed about requirements regarding resource material and use this information to obtain new resource materials
- Evidence of administration coordinating with, aligning, and leveraging resources from local and regional business and industry, private sector, foundations, or other public entities

5.2 Provide evidence that the instructional equipment is comparable to industry needs as recommended by the Occupational Advisory Committee. Evidence includes the minutes of the Occupational Advisory Committee meetings.

Documentation/
Evidence

- Occupational Advisory Committee minutes
- Discussion with the instructor and administration regarding how they strategically connected the equipment to ensure the facility is up to date and meets industry standards
- Evidence of how administration and Joint Operating Committee stay informed about requirements regarding equipment and use this information to obtain new equipment
- Documentation of equipment received through PDE and other equipment grants
- Evidence of administration coordinating with, aligning, and leveraging resources from local and regional business and industry, private sector, foundations, or other public entities.

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

6. Support and Special Services and IEPs– Chapter 339.1a(b), 339.4(b)(7); 339.4(b)(8), 339.21(5), 339.21(6); Chapter 4.26, 4.28, 4.31(a); Chapter 14

6.1 Describe the support or special services and accommodations provided when disadvantaged, disabled, or limited English-speaking students are enrolled in the programs.

Documentation/
Evidence

- Discussion with the administration/teachers regarding the support services available
- Course handbook describing support services
- Discussion with the administration/teachers regarding in-service days focused on dealing with special needs students
- Evidence that documents services for limited English-speaking students
- Discussion with the administration/teachers regarding accommodations used when student competencies are assessed
- Evidence that instructor has copy of IEP or snapshot of IEP and evidence of adherence to the accommodations

6.2 Describe the support of the district of residence in accordance with applicable law, service agreements, and student IEPs.

Documentation/
Evidence

- Discussion with the administration
- Discussion with guidance staff

6.3 Provide evidence that school entities provide students with adequate supports to meet academic standards as determined by Chapter 4, when applicable, with the student's IEP, and that instruction in academic areas at all school entities where the student is enrolled is appropriate to the chosen area of occupational training. Evidence includes transcripts, course sequences, student IEPs, support plans and operating agreements.

Documentation/
Evidence

- Transcripts
- Course sequences
- IEPs
- Support plans
- Operating agreements
- Instructional assistants
- Tutorial courseware
- Videotaped lessons and demonstrations

6.4 Provide documentation that faculty from the vocational programs in which students are recommended for placement participate as members of the IEP and service agreement teams.

Documentation/
Evidence

- Discussion with teachers
- IEP notes

6.5 Provide documentation that IEP and service agreement team meetings, when scheduled by the school district, give timely notice

to the vocational and technical education representative assigned and are attended by the vocational and technical education representative.

- Documentation/
Evidence
- Meeting notifications
 - IEPs

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

7. Articulation Between Secondary and Postsecondary Institutions – Chapter 339.1a(b) and 339.4(b)(9)

7.1 Describe articulation and concurrent (dual) enrollment opportunities for students in this program and provide the number of students who are enrolled in articulated postsecondary programs.

Documentation/
Evidence

- Documentation of current articulation/dual enrollment agreements for each CIP
- Discussion with administration and teachers as to how the postsecondary institutions were selected
- Documentation of the number of students in each CIP who are participating in articulation agreements
- Discussion with the teacher regarding the number of students who are participating in articulation opportunities
- Discussion with the teacher regarding the teacher's involvement in the articulation process
- Documentation of follow-up actions regarding the number of students who have continued their postsecondary education

7.2 Provide copies of all current articulation/dual enrollment agreements.

Documentation/
Evidence

- Articulation agreements
- Discussion with the administration regarding the teacher's involvement in the articulation process
- Discussion with administration regarding the dates of the articulation agreements and how often they are reviewed

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

8. Involvement in Career and Technical Student Organizations – Chapter 339.4(b)(10), 339.30(a), 339.30(b), 339.30(c), 339.30(d), 339.30(e); Chapter 4.31(c)

8.1 Provide evidence of sponsorship or involvement, or both, in Career and Technical Student Organizations (CTSOs). Evidence includes student rosters from the CTSO or charter agreements between the school entity and the CTSO.

Documentation/
Evidence

- CTSO charter/roster from CTSO
- Discussion with the teacher regarding how the teacher encourages student involvement in CTSOs
- Discussion with the administration/teacher regarding how the specific CTSO was selected
- Evidence of which students from each CIP are active members of each specific CTSO
- CTSO involvement with community and civic organizations

8.2 Provide documentation that instruction in the approved program includes the development of human relations skills; knowledge of occupations; and leadership competencies and positive attitudes toward fulfilling occupational, civic, social and community responsibilities.

Documentation/
Evidence

- Lesson plans (samples) – appropriate areas highlighted
- Unit plans (samples) – appropriate areas highlighted
- Learning guides (samples) – appropriate areas highlighted

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

9. Joint Planning with Sending Schools – Chapter 339.4(b)(12); Chapter 4.33(b)

9.1 Provide documentation that membership of the administrative committee is comprised of chief school administrators representing participating school districts.

Documentation/

- Membership list of the Administrative Committee (member names, titles, school

Evidence district names)

9.2 Provide documentation that administrative committee meetings address the development of the CTC/AVTS strategic plan and advise the CTC/AVTS board and administration concerning the educational program and policies of the school.

Documentation/
Evidence

- Administrative Committee agendas
- Administrative Committee minutes
- Evidence of active involvement of all participating sending school districts in the development of the strategic plan

9.3 Provide evidence that joint planning occurs between the CTC/AVTS and district of residence around the academic and other needs of attending students. Evidence includes agendas and minutes of joint operating committee meetings and of administrative committees.

Documentation/
Evidence

- Administrative Committee agendas
- Administrative Committee minutes
- Joint Operating Committee agendas
- Joint Operating Committee minutes

ALL REQUIREMENTS MET

NOT APPLICABLE

Commendations:

Recommendations:

Corrections:

Comments:

10. Accountability Standards – Chapter 339.1a(b), 339.4(d)(1)(i), 339.4(d)(1)(ii), 339.4(d)(1)(iii), 339.4(d)(1)(iv), 339.4(d)(1)(v); Chapter 4.24, 4.31(a), 4.51

10.1 Provide a description of the occupational competency assessment given for this CIP.

Documentation/
Evidence

- Description of specific NOCTI or other PDE-approved end-of-program assessment for each CIP
- Discussion with teachers regarding how the curriculum has been refined to prepare students for the end-of-program assessment
- Discussion with teachers regarding the use of NOCTI blueprints to prepare students for the end-of-program assessment
- Strategies implemented to achieve continuous improvement

10.2 Indicate the number of students who qualified as program completers, the number of students who took the test, and the number of students who earned the Pennsylvania Skills Certificate in this CIP for the past two years.

Documentation/
Evidence

- Most recent NOCTI results or other end-of-program statistics
- CATS reports for the past two years showing program concentrators
- CATS reports for the past two years showing program completers
- CATS reports for the past two years showing the number of students earning Pennsylvania Skills Certificates
- Strategies implemented to achieve continuous improvement

10.3 Provide data on skill attainment targets as set forth in the school entity's local plan, if applicable, or State plan, which may include industry assessment, industry credentials, certification or State assessment.

Documentation/
Evidence

- Baseline data
- Skill attainment targets
- Current data
- Strategies implemented to achieve continuous improvement as required by Perkins IV

10.4 Provide data on student performance targets on achieving academic standards as set forth in the school entity's local plan, if applicable, or State plan, which includes the PSSA or other Department-approved assessment which measures student performance on academic standards.

Documentation/
Evidence

- Baseline data
- Student performance targets
- Current data
- Strategies implemented to achieve continuous improvement as required by Perkins IV

10.5 Provide data on secondary school completion and student graduation targets as set forth in the school entity's local plan, if applicable, or State plan, which includes student attainment of a secondary school diploma or its recognized equivalent or a proficiency credential in conjunction with a secondary school diploma.

Documentation/
Evidence

- Baseline data
- Completion and student graduation targets
- Current data
- Strategies implemented to achieve continuous improvement as required by Perkins IV

10.6 Provide data on student placement targets as set forth in the school entity’s local plan, if applicable, or State Plan, which includes placement in, retention in and completion of postsecondary education or advanced training (including registered apprenticeships), placement in military service, or placement and retention in employment.

Documentation/
Evidence

- Baseline data
- Student placement targets
- Current data
- Strategies implemented to achieve continuous improvement as required by Perkins IV

10.7 Provide data on nontraditional participation and completion targets as set forth in the school entity’s local plan, if applicable, or State Plan, which includes nontraditional students.

Documentation/
Evidence

- Baseline data
- Nontraditional participation and completion targets
- Current data
- Strategies implemented to achieve continuous improvement as required by Perkins IV

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

11. Student Objectives – Chapter 339.4(b)(13); Chapter 4.31(e) and Child Accounting Forms/Instructions

11.1 Provide copies of student Educational and Occupational Objectives for students enrolled in an approved vocational-technical program as updated annually, and provide evidence that students are following an educational plan and have an occupational objective.

Documentation/
Evidence

- Educational and Occupational Objective forms for students that are updated annually (evidence of forms for the same student for each year of the program)
- Sample copy of student career portfolio from each school entity

11.2 Provide documentation that student records include the student's educational and occupational objectives and results of the assessment of student competencies.

Documentation/
Evidence

- Student records that include the Educational and Occupational Objective forms
- Student records that include NOCTI or other approved end-of-program assessment results
- Student transcripts

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

PLANNING

12. Local Advisory Committee – Chapter 339.13; Chapter 4.33(a)

12.1 Provide documentation that membership on the Local Advisory Committee (LAC) shall consist of business and industry representatives, public sector employers, agriculture, labor organizations, community organizations, postsecondary education institutions, the general public, representatives authorized by the workforce investment board, and civic organizations.

Documentation/
Evidence

- Membership list including member's name, title, and company/organization
- Discussion with administration regarding composition of membership
- Documentation showing how many LAC members attended the last two meetings

12.2 Provide documentation that annual meetings of the LAC provide advice to the board and the administration concerning the program of the school, including its general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements, and the skill needs of employers.

Documentation/
Evidence

- LAC meeting agendas
- LAC meeting minutes
- Discussion with administration regarding advice provided to the board concerning the school's programs, general philosophy, academic and other standards, strategic plans, course offerings, support services, safety requirements, and skill needs of employers
- Discussion with administration regarding how the LAC works with the school to identify high priority occupations
- Discussion with administration regarding the WIB's involvement in the LAC, specifically to determine regional high priority occupations and new programs that meet the local labor market demand
- Discussion with administration and documentation regarding recent labor market analysis
- Discussion with administration regarding efforts made to include other partners in developing approaches to address industry specific challenges

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

13. Occupational Advisory Committee – Chapter 339.4(b)(2), 339.14; Chapter 4.33(c)

13.1 Provide documentation of meetings of Occupational Advisory Committee (OAC) for each program or cluster of related programs. The OAC must meet twice each year.

Documentation/
Evidence

- OAC meeting agendas – last two meetings
- OAC meeting minutes – last two meetings

13.2 Provide documentation that the OAC has been appointed by the board of directors.

Documentation/
Evidence

- Board of Directors meeting minutes - highlighted

13.3 Provide documentation that the majority of OAC members are employees and employers in the occupation for which training is provided and that membership also includes representatives authorized by the workforce investment board, civic organizations, and higher education institutions.

Documentation/
Evidence

- Membership list including member's name, title, and company/organization
- Meeting minutes
- Discussion with teacher regarding composition of membership
- Documentation showing how many OAC members attended the last two meetings
- Discussion with teacher regarding stability of OAC membership
- Discussion with administration/teacher regarding the Board's response to OAC recommendations
- Documentation of the Board's response to OAC recommendations

13.4 Provide documentation that OACs advise the board and staff on curriculum, equipment, instructional materials, safety requirements, program evaluation, and other related matters and to verify that the programs meet industry standards and/or licensing board criteria and that they prepare students with occupation related competencies.

Documentation/
Evidence

- Meeting minutes – relevant areas highlighted
- Discussion with teacher regarding OAC advice and recommendations

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

CURRICULUM

14. Admissions – Chapter 339.21(2) 339.21(5); Chapter 4.31(g)
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14.1 Provide your school's admissions policy and procedures which state whether enrollment is unlimited or limited. If enrollment is limited, provide nondiscriminatory eligibility requirements contained in the admissions policy.

Documentation/
Evidence

- Admissions policy – relevant areas highlighted

14.2 Describe how your school’s recruitment program exemplifies freedom from occupational stereotypes and to the extent possible, provides equal access.

Documentation/
Evidence

- Discussion with administration and guidance staff
- Evidence of nondiscrimination statement on all publications
- Evidence of nondiscrimination statement on school’s website

14.3 Describe selection and appropriate program placement procedures.

Documentation/
Evidence

- Discussion with administration and guidance staff regarding the strategies employed by the sending schools to place students into CTE programs

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

15. Occupational Analysis, Program Content, Industry Standards, Extended Classroom/Work-Based Learning/Simulated Work Situations – Chapter 339.1a(b); 339.4(b)(1), 339.22; Chapter 4.31(c), 4.31(d), 4.31(e)

15.1 Identify the industry standards established by State or National trade or professional organizations or State or Federal regulatory bodies accepted by the Department that describe what learners should know and be able to do and describe how well learners should know or be able to perform a task in a specific occupation.

Documentation/
Evidence

- Sample Lesson Plans evidencing the State or National standards integrated into specific lessons
- List of or reference to national standards
- List of or reference to state standards
- Discussion with teacher regarding how program competencies were developed
- Discussion with teacher regarding how performance objective measures were determined

15.2 Provide documentation that a standards-based instructional system, based upon occupational analysis, has been incorporated in this CIP.

Documentation/
Evidence

- Documentation of standards-based instructional system
- Discussion with teacher regarding occupational analysis used to develop standards (DACUM, O*NET, state or national standards)

15.3 Provide documentation that performance objectives consist of the conditions under which program tasks will be performed (materials and supplies provided), a description of program tasks, and the standard for how well the tasks shall be performed.

Documentation/
Evidence

- Detailed lesson plans (sampling). NOTE: Lessons plans for the entire program should be available for review
- Student learning guides

15.4 Provide documentation that performance objectives have been recommended by the Occupational Advisory Committee.

Documentation/
Evidence

- Meeting minutes

15.5 Describe and provide documentation of student assessment based on performance standards.

Documentation/
Evidence

- Lesson plans/Learning guides
- Performance standards
- Student assessment

15.6 Provide the industry-defined standards, certifications, regulations or licensing agreements demonstrated through industry assessment, industry credentials, industry certification, license or State assessment and provide the number of students who have earned industry credentials/certifications.

Documentation/
Evidence

- Description of industry-defined standards or industry certification/state license
- Documentation showing number of students earning industry certifications/state license

15.7 Provide documentation of student records that include the results of the assessment of student competencies based on performance standards.

Documentation/
Evidence

- Student records

15.8 Describe the occupational analysis conducted by the school entity to determine the performance objectives deemed critical to successful employment and assessment of student competencies based upon performance standards.

Documentation/
Evidence

- Information from O*NET
- DACUM process, VTECS, MAVCC or other curriculum consortia
- Local Workforce Investment Board information
- Local labor market data
- National or State standards that include performance objectives
- Industry Certification competencies

- Occupational Advisory Committee Recommendations (multiple employers)

15.9 Describe the extended classroom/work-based learning/simulated work situation experience related to this vocational program of study.

Documentation/
Evidence

- Description of extended classroom/work-based learning/simulated work situation experience
- Number of students participating in extended classroom/work-based learning/simulated work situation experience

ALL REQUIREMENTS MET

Commendations:

Recommendations:

Corrections:

Comments:

<p>16. Vocational Education Safety – Chapter 339.23(1) , 339.23(2), 339.23(3), 339.23(4); 339.23(5), 339.23(6), 339.23(7); Chapter 4.31(f)</p>

16.1 Provide documentation of how safety education, consisting of safety practices, accident prevention, occupational health habits, and environmental concerns have been integrated into the instruction and practices in this CIP.

Documentation/
Evidence

- Lesson plans
- Unit plans
- Learning guides
- OAC minutes and recommendations
- Evidence of how teacher documents that each student has received training
- Documentation of performance objective measure for safety instruction
- Discussion with teacher, including what equipment is provided to protect teachers, students, and visitors
- Discussion with students
- Documentation of OSHA certification

16.2 Describe the equipment guards and personal safety devices that are in place and used.

Documentation/
Evidence

- List of equipment guards and personal safety devices
- OAC minutes
- Discussion with teacher
- Discussion with students
- Visual inspection
- Location of MSDS sheets

